**CRS 601: LANGUAGE, INTERACTION, AND CULTURE**

Spring 2025

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| Instructor: Dr. Sylvia SierraOffice: Sims 115 Office Hours: by appointment (email me 3 or 4 options and your preference for zoom or in person)Email: ssierra@syr.edu  |

 “The experience of becoming conscious of previously unconscious phenomena is one of the principal joys of linguistic work.” -Wallace Chafe

This combined lecture/workshop course will introduce you to seminal works by leading scholars from a variety of approaches to the close analysis of discourse, focusing initially and primarily on conversational discourse while also branching out to consider other types of discourse (e.g., institutional, online, and media discourse). It will offer you multiple opportunities to carry out small-scale analyses of talk-in-interaction. Topics include: theories of conversational involvement and conversational inference (conversational style), conversational coherence (discourse markers), the relationship between discourse and consciousness, transcription theory and practice, turn-taking, adjacency pairs, conversational repair, repetition/intertextuality, narrative, linguistic politeness, framing, positioning, stance, identity construction, gender, sexuality and discourse, race and ethnicity in interaction, critical discourse analysis, computer-mediated discourse, and political discourse.

Early in the semester, you will audio- or video record a naturally-occurring conversation. Throughout the semester, you will analyze a short excerpt (3-4 minutes) of this longer segment that you will transcribe. Each week you will apply aspects of the assigned readings to these conversational excerpts. On two occasions, you will write up these applications as a 3-page paper. In addition to this written work, you will also be responsible for 1 20-minute class presentation with a partner that show how the readings apply to your conversations. In a 12-15 page final paper, you will analyze a different conversation, the larger conversation from which the small excerpt came, or discourse of another type. This final paper is not simply a long assignment (i.e. applications of a single reading) but rather employs a combination of approaches or an approach not discussed in class and includes minimally three relevant sources not read in class.

Because most of our time together will be spent comparing and contrasting analytical approaches, identifying relative strengths and weaknesses of the readings, and applying aspects of these readings to transcripts within in-class small-group workshops, I expect you to attend class every week and come prepared to engage fully in these discussions and workshops.

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| **Activity** | **Percentage of final grade** |
| In-class participation | 20 |
| Transcript | 15 |
| Short papers (2 of 6 options) | 30 (15 each) |
| Class presentation | 10 |
| Final paper  | 25 |

**Schedule of topics & readings (subject to change)**

**Introduction to Discourse Theory & Analysis**

**January 14-16** **Tuesday:** Overview of course

 **Thursday:**

 **Schiffrin**, Deborah. 1987. *Discourse Markers*, chapter 1. Cambridge University Press.

 **ten Have**, Paul. 1999. *Doing Conversation Analysis*, chapter 1. Sage Publications.

 **Bring brown bag objects**

**January 21-23****Tuesday:**

**Tannen,** Deborah. 1984/2005. *Conversational Style*, chapter 1 and chapter and 2, pages 11-13, 42-56. Oxford University Press.

**ten Have**, Paul. 1999. *Doing Conversation Analysis*, chapter 4. Sage Publications.

**List of top-three presentation topic choices; options are marked in the syllabus with asterisk\***

 **Thursday:**

**Bucholtz**, Mary. 2000. The Politics of Transcription. *Journal of Pragmatics*.

**ten Have**, Paul. 1999. *Doing Conversation Analysis*, chapter 5. Sage Publications.

**January 28-30** *Chafe chapters 2 & 3 handout*

**Tuesday:**

**Chafe**, Wallace. 1994. *Discourse, Consciousness, and Time,* chapter 5. University of Chicago Press.

Intonation units workshop

**Thursday: Critical Discourse Analysis**

**Van Dijk**, Teun. 2015. “Critical Discourse Analysis” In Deborah Tannen, Heidi Hamilton, & Deborah Schiffrin (eds.) *Handbook of Discourse Analysis* (2nd edition). Wiley Blackwell.

**Tracy**, Karen, Susana **Martínez-Guillem**, Jessica **Robles**, Kimberly **Casteline**. 2011. “Critical Discourse Analysis and (U.S) Communication Scholarship: Recovering Old Connections, Envisioning New Ones.” Annals of the International Communication Association 35:1, 241-286.

**February 4-6 Tuesday**:

**Datafest!** and if we have time,Critical Discourse Analysis data workshop

**DUE: Transcripts (required)**

 *short paper handouts (3) and student presentation evaluation rubrics*

Come to class with your recording and copy of the transcription

 of your 3-4 minute conversational excerpt (we’ll talk about this in class)

 *If we have time after our Datafest we can come up with the workshop schedule together in class*

**Thursday:**

**Conversation Analysis: Turn-taking**

**Sacks,** Harvey**, Schegloff,** Emanueland **Jefferson,** Gail.

1974. A simplest systematics for the organization of turntaking for conversation. *Language* 50, 696-735.

**Goodwin**, Charles. 1979. The Interactive Construction of a

Sentence in Natural Conversation. *Everyday language: studies in ethnomethodology*. G. Psathas. New York, Irvington Publishers: 97-121.

**February 11-13 \*Conversation Analysis: Adjacency Pairs and Repair**

**BY TUESDAY, HAVE THE READINGS DONE**

**Schegloff,** Emanuel**,** and **Sacks**, Harvey. 1973. Opening up closings. *Semiotica* 8, 289-327.

**Goffman**, Erving. 1981. Replies and responses. In: E. Goffman, *Forms of Talk*, 5-77. Philadelphia: University of Pennsylvania.

**Schegloff**, E., G. **Jefferson**, and H. **Sacks**. 1977. The preference for self-correction in the organization of repair in conversation. *Language* 53, 361-82.

 **THURSDAYS WILL NOW BE STUDENT PRESENTATION/WORKSHOP DAYS**

 **workshop on turn-taking/adjacency pairs/repair**

**February 18-20 \*Repetition/intertextuality within and across conversations**

 **SHORT PAPERS NOW DUE THURSDAYS: paper on turn- taking/adjacency pairs (option 1 of 6)**

**Tannen**, Deborah. 1989. *Talking Voices*, chapters 3 (Repetition in conversation: toward a poetics of talk) and 4 (Oh talking voice that is so sweet: Constructing dialogue in conversation). Cambridge University Press.

 **Sierra**, Sylvia. 2023. Contextualization cues for media references in everyday conversation. *Language & Communication* 88 (2023): 99-110.

 **workshop on repetition/intertextuality**

**February 25-27** \***Politeness/Conversational Style**

**DUE: paper on repetition/constructed dialogue (option 2 of 6)**

 **Brown**, Penelope and **Levinson**, Stephen. 1987. *Politeness,* chapter 1 (Introduction), pp. 55-91. Cambridge University Press.

**Tannen**, Deborah. 2005. *Conversational Style*, chapters 2-4. Oxford University Press.

***workshop on politeness theory/conversational style***

**THURSDAY (2/27) NO CLASS; DR SIERRA AT CONFERENCE**

**March 4-6** \***Framing/Footing**

**DUE: paper on politeness/conversational style (option 3 of 6)**

**Goffman**, Erving. 1981. Footing. In: *Forms of Talk*, 124-159. Philadelphia: University of Pennsylvania Press.

**Tannen**, Deborah and **Wallat**, Cynthia. 1993. Interactive frames and knowledge schemas in interaction: Examples from a medical examination/ interview. In: Deborah Tannen (ed.), *Framing in Discourse*. Oxford: Oxford University Press.

**workshop on framing**

**March 11-13 SPRING BREAK**

**March 18-20** \***Positioning/Stance/Identity Construction**

 **DUE: paper on framing (option 4 of 6)**

 **van Langenhove**, Luk and **Harre**, Rom. 1999. Introducing positioning theory. In Rom Harre and Luk van Langenhove (eds.), *Positioning Theory*, 14-31.

 Oxford: Blackwell Publishers.

 **Du Bois,** John W.2007. The stance triangle. In Robert Englebretson (ed.), *Stancetaking in discourse: Subjectivity, evaluation, interaction*, 139-182. Amsterdam: Benjamins.

 **Bucholtz**, Mary and **Hall,** Kira. 2005. Identity and interaction:

 a sociocultural linguistic approach. *Discourse Studies* 7: 585-614.

 *Optional*:

 **Raymond**, Geoffrey and **Heritage**, John. 2006. The

 epistemics of social relations: Owning grandchildren.

 *Language in Society* 35: 677-705.

 **workshop on positioning, stance, and identity construction**

**March 25-27 Narrative**

**DUE: paper on positioning/stance/identity construction (option 5 of 6)**

**Labov**, William, & **Waletzky**, Joshua. 1967. Narrative analysis: Oral versions of personal experience. In *Essays on the verbal and visual arts*, 12-44.

 **Ochs**, Elinor, and **Capps,** Lisa. 2009. Ch 1: A Dimensional Approach to Narrative, In: *Living narrative: Creating lives in everyday storytelling*. Harvard University Press.

**Bamberg,** Michael. 1997.Positioning between structure and performance. *Journal of Narrative and Life History*, 7(1-4), 335-342

**workshop on narrative**

**April 1-3** **Discourse, gender, and sexuality**

**DUE: paper on narrative (option 6 of 6)**

 **Tuesday**:

 **Tannen**, Deborah. 1993. The relativity of linguistic strategies: Rethinking power and solidarity in gender and dominance. *Gender and conversational interaction.* New York: Oxford University Press. 165-188.

 **Kiesling**, Scott. 2005. Kiesling, S. F. (2005). Homosocial desire in men's talk: Balancing and re-creating cultural discourses of masculinity. *Language in Society*, *34*(5), 695-726.

**Thursday:**

**Coates,** Jennifer. 2013. The discursive production of everyday heterosexualities. *Discourse & Society*.24:5, 536-552.

*And/or...or Optional (TBA):*

**Ericsson**, Stina. 2018. The language of cisnormativity: children and parents in interaction with a multimodal app. *Gender & Language*, 12(2).

 **workshop on gender and sexuality if time permits**

**April 8-10 Race and ethnicity in discourse**

 **Tuesday:**

**Rosa**, Jonathan. “From mock Spanish to inverted Spanglish.” *Raciolinguistics: How language shapes our ideas about race*: 65-80. Cambridge University Press.

9 minute (optional) youtube video about this reading: <https://www.youtube.com/watch?v=ahMAAKNCDNM>

 **Bucholtz**, Mary and **Lopez**, Qiuana, 2011. Performing blackness, forming whiteness: Linguistic minstrelsy in Hollywood film. *Journal of Sociolinguistics*, 15(5), pp.680-706.

**Thursday:**

**Sierra**, Sylvia. (2019). Linguistic and ethnic media stereotypes in everyday talk: Humor and identity construction among friends. *Journal of* *Pragmatics*, *152*, 186-199.

**April 15-17 Tuesday: TBA. Options:**

 **Political discourse**

**Gordon**, Cynthia. (2004). ‘Al Gore’s our guy’: Linguistically constructing a family political identity. *Discourse & Society*, *15*(5), 607-631.

**Sierra**, Sylvia. (2021). A Mexican Autodefensa Facebook Group’s use of binarity, legitimization strategies, and topoi of religion, family and struggle. Discourse, Context & Media. 42: 100497.

add **Sierra & Shrikant** **2020** or 2021 depending on student interests? OR **Sierra 2023** on student activist identity?

OR we could do....

**Embodied interaction:**

**Mondada**, Lorenza. 2016. “Challenges of multimodality: Language and the body in social interaction.” Journal of Sociolinguistics, 20(3), 336-366.

**Goodwin**, Charles. 1986. "Audience diversity, participation, and interpretation." (article)

**Goodwin**, Charles. 2012. “Contextures of Action” (Embodied Interaction book chapter)

optional: **Sierra**, Sylvia 2019. Buffy Sings to Cody. Journal of Pragmatics. (you could just read the abstract and look at the pictures)

**OR we could do more on media references...or something else!**

**Thursday:** data workshop or guest lecture

**April 22-24 Computer-mediated discourse**

**Tuesday:**

**Tannen,** Deborah. (2013) The Medium is the Metamessage: Conversational Style in New Media Interaction.

 Sierra—video games or memes chapter??

 **Thursday:**

 **Guest lecture ?**

**workshop on CMD, if time permits**

**small group discussion of finals, if time permits**

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**Final paper due Friday, May 2**

**Additional course policies and helpful information:**

Hunger and food scarcity. There are food pantries at both Hendricks Chapel and on South Campus, stocked with edibles and personal care items. To find out more, go to the [Hendricks Food Pantry Site](https://chapel.syracuse.edu/student-support/food-pantry/), or contact Syeisha Bird at smbyrd@syr.edu, or at 315-706-4526.

Mental health and overall well-being are significant predictors of academic success. As such it is essential that during your graduate school experience you develop the skills and resources to effectively navigate stress, anxiety, depression and other mental health concerns. Please familiarize yourself with the range of resources the Barnes Center provides ([https://ese.syr.edu/bewell/](https://maestro.syr.edu/trk/click?ref=zvu694kig_1-5908x39e88x01654&)) and seek out support for mental health concerns as needed. Counseling services are available 24/7, 365 days, at 315-443-8000. I encourage you to explore the resources available through the Wellness Leadership Institute, [https://ese.syr.edu/bewell/wellness-leadership-institute/](https://maestro.syr.edu/trk/click?ref=zvu694kig_1-5908x3f53dx01654&).

Academic Accommodations for Students with Disabilities: Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation.  There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course.  I invite any student to contact me to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the Center for Disability Resources (CDR) in this process. If you would like to discuss disability-accommodations or register with CDR, please visit [Center for Disability Resources](https://disabilityservices.syr.edu/). Please call (315) 443-4498 or email disabilityresources@syr.edu for more detailed information. The CDR is responsible for coordinating disability-related academic accommodations and will work with the student to develop an access plan. Since academic accommodations may require early planning and generally are not provided retroactively, please contact CDR as soon as possible to begin this process.

Educational use of student work: I intend to use academic work that you complete this semester in this semester and subsequent semesters for educational and/or research purposes. Before using your work for that purpose, I will either get your written permission or render the work anonymous by removing identifying material. Please let me know if you do NOT want me to use your work for educational and/or research purposes.

Faith tradition observances: Syracuse University recognizes the diversity of faiths represented in the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their traditions. Under the policy, students should have an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors no later than the end of the second week of classes for regular session classes and by the submission deadline for flexibility formatted classes. Student deadlines are posted in MySlice under Student Services/Enrollment/My Religious Observances/Add a Notification.

Discrimination or Harassment: The University prohibits harassment or discrimination related to any protected category including creed, ethnicity, citizenship, sexual orientation, national origin, sex, gender, pregnancy, disability, marital status, age, race, color, veteran status, military status, religion, sexual orientation, domestic violence status, genetic information, gender identity, gender expression or perceived gender. Any complaint of discrimination or harassment related to any of these protected bases should be reported to Sheila Johnson-Willis, the University’s Chief Equal Opportunity & Title IX Officer. She is responsible for coordinating compliance efforts under various laws including Titles VI, VII, IX and Section 504 of the Rehabilitation Act. She can be contacted at Equal Opportunity, Inclusion, and Resolution Services, 005 Steele Hall, Syracuse University, Syracuse, NY 13244-1120; by email: titleix@syr.edu; or by telephone: 315-443-0211. Federal and state law, and University policy prohibit discrimination and harassment based on sex or gender (including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If a student has been harassed or assaulted, they can obtain confidential counseling support, 24-hours a day, 7 days a week, from the Sexual and Relationship Violence Response Team at the Counseling Center (315-443-8000, Barnes Center at The Arch, 150 Sims Drive, Syracuse, New York 13244). Incidents of sexual violence or harassment can be reported non-confidentially to the University’s Title IX Officer (Sheila Johnson Willis, 315-443-0211, titleix@syr.edu, 005 Steele Hall). Reports to law enforcement can be made to the University’s Department of Public Safety (315-443-2224, 005 Sims Hall), the Syracuse Police Department (511 South State Street, Syracuse, New York, 911 in case of emergency or 315-435-3016 to speak with the Abused Persons Unit), or the State Police (844-845-7269). I will seek to keep information you share with me private to the greatest extent possible, but as a professor I have mandatory reporting responsibilities to share information regarding sexual misconduct, harassment, and crimes I learn about with the University’s Title IX Officer to help make our campus a safer place for all.

Syracuse University’s [Academic Integrity Policy](https://class.syr.edu/academic-integrity/policy/) reflects the high value that we, as a university community, place on honesty in academic work. The policy holds students accountable for the integrity of all work they submit and for upholding course-specific, as well as university-wide,

academic integrity expectations. The policy governs citation and use of sources, the integrity of work submitted in exams and assignments, and truthfulness in all academic matters, including course attendance and participation. The policy also prohibits students from: 1) submitting the same work in more than one class without receiving advance written authorization from both instructors and, 2) using websites that charge fees or require uploading of course materials to obtain exam solutions or assignments completed by others and present the work as their own.  Under the policy, instructors who seek to penalize a student for a suspected violation must first report the violation to the Center for Learning and Student Success (CLASS). Students may not drop or withdraw from courses in which they face a suspected violation. Instructors must wait to assign a final course grade until a suspected violation is reviewed and upheld or overturned. Upholding Academic Integrity includes abiding by instructors’ individual course expectations, which may include the protection of their intellectual property. Students should not upload, distribute, or otherwise share instructors’ course materials without permission.  Students found in violation of the policy are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered, as described in the Violation and Sanction Classification Rubric. Students are required to read an online summary of the University’s academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice.

The Violation and Sanction Classification Rubric establishes recommended guidelines for the determination of grade penalties by faculty and instructors, while also giving them discretion to select the grade penalty they believe most suitable, including course failure, regardless of violation level. Any established violation in this course may result in course failure regardless of violation level.

For more information about the policy, see <https://class.syr.edu/academic-integrity/>. If you have any questions about academic integrity, proper citation of sources, inappropriate collaboration, and so on, please communicate with me about it.